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SCHOOL OF GRADUATE STUDIES

PRACTICES AND CHALLENGES OF TRAINING AND DEVELOPMENT

AT AWASH BANK.

BY

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SCHOOL OF GRADUATE STUDIES

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DECLARATION

I , the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Worku Mekonnen. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree,

Name

St.Mary's University, Addis Ababa

Signature

June 2017

Endorsement

This thesis has been submitted to St.Mary's University, School of Business for examination with my approval as university advisor.

Advisor

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June 2017

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Appendix II: Interview question prepared for employee of Awash Bank.

ACRONYMS

HR-	Human Resource
HRM	Human Resource Management
T& D	Training and Development
ISD	Instructional Systems Design
HPT	Human Performance Technology
PBID	Performance-Based Instructional Design
TQM	Total Quality Management

Abstract

The main purpose of this research is to investigate the practice and challenges of training and Development practice of Awash Bank, Ethiopia. The Significance of this study is to examine whether the employees training affect the organization overall performance, and assess major challenges to the training and development practices. The researcher used simple random sampling technique and 214 employees were selected from Head Office to participate in this study. The researcher was also used both Primary and Secondary data. Questionnaires were distributed for sample respondents and returned with response rate of 93.4%. Data was collected using a set of questionnaires and interviews. Data analyses was done using descriptive statistics like Tables, Frequency and Percentage, standard deviation and mean in order to present the practice and challenges of training. As the goal was to see the practices and challenges of the Training and Development at the case bank, the collected data were analyzed and discussed. The result showed that there were positive and negative outcomes/challenges to the training and development practice at the case bank. Frequency distribution was used to see the individual result of the study. Relevant literatures were also reviewed about topics related to this research. Recommendations and conclusions form the last part of this paper.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

It is obvious every organization strives to be competitive or want to be the market leader in its industry. However the competitive edges depend upon the availability of resources and its optimum utilization. The key assets of the organization can be physical, financial and human resources. Among others the human resource is considered to be the most vital and useful asset. The proper utilization of the human resource also determines the organizations capability to effectively exploit all other valuable assets (Ahmed, et al, 2010).

This may reveals that Human resource is the most valuable assets and determines success of an organization. The effective utilization of all other resources is also depend on the proper utilization of the human resources, the success of an organization therefore depend on the man-power or work forces of the organization. Thus, the human resource is the key determinant factors for realization of aspired visions, goals and objectives of the organization. However, simple having much human resource or man-power may not guarantee the success of an organization; rather it needs to improve people's/workforce capacity and performance continuously. In fact the employee's performance can be affects by various factors such as abilities, motivations, support available, nature of the work they are doing, and existing relationship within the organization. (Laoledchai et al, 2008).

Hence, this may revealed that organizations should develop a sound polices, strategies and programs that helps to improve the employee's performance and organizations productively as well. In particular the organization should establish strong employee training and development systems, which is the main focus of this study. There is no doubt that the existence of sound employee development training and development programs can helps to improve employees' capability, performance and as a result ensure effectively achieve intended organizational goals and objectives. (Smith, 2010).

However, too often, it is very common to see that in the most organizations the employee training and development programs are done without any thought of measuring and evaluating

the outcomes and impacts of the training delivered . Also how much the organizations are effectively benefited from the training delivered is both time-consuming and expensive. This may show that the organizations must design robust system that helps to track how much they effectively benefited or met intended objectives. The effectiveness of the organization in terms of benefiting from the training expenditure should be measured by assessing how much the training achieves its objectives. (Morrow et al, 1997).

The effective skills transfer is a key in the training process. Therefore, one can say that training cannot deliver the expected benefits to the organizations if trainees fail to effectively transfer learned skills to their workplace. Thus, acquiring required knowledge and skills from the training not guarantee effective implementation, but the employees' willingness and motivation to transfer the learned knowledge and skill learned is also a key to improve their performance and organizational productivity (Laoledchai et al, 2008).

1.2 Background of The Organization

Awash Bank is a pioneer private commercial bank in Ethiopia created after the 1991 government change and the subsequent change in economic policy. It was licensed on November 10, 1994 and began banking operations on February 13, 1995. It has continuously grown over the years and today operates as one of the biggest banks in Ethiopia offering wide range of financial services. Currently, the Bank has over 305 branches are located in Addis Ababa and different regional towns of the country.

Hence, the purpose of the study is to assess the training practice of Awash Bank the impact of training and development on the employee's performance, which could have valuable contributions to increase the effectiveness of the training and development programs, and ensure organizations productivity as well.

In line with this bank envisioned "**To be the first choice world class bank**", and its mission is "**To provide innovative, competitive and diversified banking service, accessible to society with qualified and committed staff in a profitable and socially responsible manner**" and its core values are

- A** **Accessibility**
- W** **Wisdom**
- A** **Accountability**
- S** **Social responsiveness**
- H** **Honesty**

1.3 Statement of the Problems

Now a day's in Ethiopia an organizations understood the essence of training and they make the condition favourable for their worker both within the country and abroad. Banks in Ethiopia like other organizations invest considerable amount of resource to train their people. The main problem the organization faces is that the bank does not work need assessment of training their employees, but how much organizations are effective from training expenditure? Meaning that at the same time the organization are expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it.

According to Malik, et al, (2011) organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. The companies spend so much of their budgeted Birr on employees training, so it is crucial that they are able to measure the added value from the training expenditure. This can be measured through comparison of costs and benefits associated with training remains the best way to determine.

In many organizations, large expenditures are made on training. But whether those expenditures produce value and an economic impact for the organizations that make the expenditures has not been identified clearly. To add some additional insights on the economic utility of organization-wide training, the study conducted in a large pharmaceutical firm has identified the economic impact of managerial and sales/technical training efforts. The CEO of the firm had requested that the dollar value of training be identified and its value to the firm is confirmed (Morrow et al, 1997).

Moreover, some studies focus on the effects of job skills training on employees' behavioral performance on the job. Using a variety of statistical analyses, some researchers found that sales/technical training had a greater effect than did managerial training. In fact, there are other research conducted on the role of training and innovation on work force productivity by (Laplagne et al, 1999) and found training and innovation in the workplace are very likely to occur in the workplaces experiencing strong labor productivity growth. There are other studies that see the impact of employee's performance and motivation on organizational effectiveness and found that increasing employee's performance accelerated. The first, research tries to see the economic value training in specific functions (sales/technical) of the organizations and the other also fail to see exactly how the organization is effective by improving the employees' performance through training therefore this study design to answer the following question.

To achieve the vision and mission the Bank has been undertaking organizational transformation- vision 2025 project in collaboration with international consultancy firm aiming to bring transformational changes to improve people management practices, improve customer experiences and customer services, and as a result increase banks productivity and profitability. The transformation project has identified major gaps, and as a result different strategic initiatives have been also proposed to address the gaps identified by the diagnosis. Among others the resource performance management system, reward and benefit, learning and development are identified as key strategic initiatives in the areas of Human Resource functions for the attainment of its vision.

The delivery of efficient and effective training is required to enhance the productivity of employees and improve their performance. However, the problem in training is that people usually like the training but not much behavioral change and service excellence have seen as observed in the work place as a result of the training and development and behavior and performance do not always reflect the extent of training delivered and supposedly learned. Generally, absence of well-established training and development policy, inadequate needs assessment, inappropriate training and development objectives, trying out-dated training and development methods, lack of close supervision and follow up are some of the major problems. consequently these leads to the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease productivity, increase in

operational error, increase in employee turnover and absenteeism and loose in employee morale and confidence.

1.4 Basic Research Questions

The study will attempt to answer the following basic research questions:

- 1) To what extent the Awash Bank policies and procedures enhance the effectiveness of employee training?
- 2) To what extent employee training affect the organization overall performance?
- 3) How is the training need assessment practice managed at Awash Bank?
- 4) What are the challenges to effectively implement employee training and development initiatives in the Awash Bank?

1.5 Objectives of the Study

This section of the study focuses on the general and specific objectives that the study concentrates on throughout the study.

1.5.1 General Objective

The overall objective of this study is assessing the practice and challenge of training and development practices at Awash Bank.

1.5.2 Specific objectives

In addition the study will have the following specific objectives:

- To assess the training policies & practice of the organization
- To assess the overall process followed in implementing the training and development programs in the cases study bank
- To assess major challenges to the training and development, and suggest possible recommendations to improve effectiveness of the programs.

1.6 Definition of Terms

The following definitions of terms used in this study are adapted from related literatures and modified to suit the study.

Training:- is defined as any attempt to improve employee performance on a currently held job or one related to it. This usually means changes in specific knowledge, skills, attitudes, or behaviors. It is designed to provide learners with the knowledge and skills needed for their present jobs. Showing a worker how to operate a lathe or a supervisor how to schedule daily production are examples of training. To be effective, training should involve a learning experience, be a planned organizational activity, and be designed in response to identified needs.

Employee development: Employees should know exactly what is expected of them and what is required by the firm for advancement in the job or for promotion. Thus, employees should be kept aware of company-sponsored developmental programs and those available externally, and they should receive encouragement to take advantage of any appropriate opportunities. Orientation sessions are expected to emphasize this.

Performance: Performance is one of the words which definition is very flexible as everyone places the concept that suits best, and letting the context take care of the definition. Nevertheless in general terms performance can be seen as the result of activities (e.g. of an organization) over a given period of time.

Effectiveness: Effectiveness of various personnel programmes and practices can be measured and evaluated by means of organizational health and human resource accounting.

1.7 Significance of the Study

The findings will serve as an input for the organizations to re-examine how much they were effectiveness from the previous training expenditure that employed by the organizations towards improving the performance to take corrective action and also helps to connect the training efforts to outcomes such as customer service and profitability as well as enables to measures the effectiveness level of the various training initiatives, and can serve as a benchmark for future training evaluation.

1.8 Delimitation/Scope of the Study

The study delimited on the data obtained from the Awash Bank, and will assess the effectiveness of the organizations from training they provide to improve employees' performance for the last three budget years from 2014-2016 because to update resource that conduct is this title and to get reliable information. The training department gives training for all staffs of the bank starting from Chief executive officer and board member up-to Guard and cleaner but this study focus on Branch Manager, Customer service officer, relationship officer and Direct Sales. Even if Awash Bank is doing its business all over the country, this study focused only on the head quarter, located around Mexico, Addis Ababa.

1.9 Organization of the Paper

This study has five chapters. The first chapter deals with background of the study, statement of the problem, objectives of the study, significance of the study, the scope of the Study, Limitations of the Study, organization of the study, and operational definition of terms. The second chapter Reviews Literature related to the concepts of the problem area. Chapter three deals with Research design and methodology including the sources of data ,the study population, sample size and sampling technique ,procedures of data collection, data gathering tools, methodology of data analysis. Chapter four would include presentation of data analysis and interpretation of the findings. Chapter five would incorporate the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Training and Development Overview

Training and Development basically deals with the acquisition of understanding, know-how, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. As the process of ‘increasing one’s capacity to take action, organizations are now increasingly becoming particular with organizational learning and therefore collective development. Organizational learning, on the other hand, refers to the “efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature. The emergence of the concept of organizational learning is central on the hitherto idea that prior advocacies of learning are tended to its commercial significance and are lacking of empirical information on learning processes(Smith,2010).

2.1.1 Nature of Training and Development

Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them to perform the functions of their position to the best of their ability and within standards set by local, state, Federal and licensing organization guidelines. A formal training program is an effort by the employees to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge (Adams, 2002).

Training makes employees feel that they are part of the organization’s family. Training creates the sense of belonging in all employees. It creates the professional development and enhances the employee’s skills. It also makes knowledgeable workforce with fewer mistakes (Adams, 2002).

2.1.2 Dimensions of Training and Development

According to Adams, (2002) there are various types of training that an organization may adopt depending on the main objectives of training and these are:

- ❖ **Orientation/Induction Training:** This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.
- ❖ **Foundation Training:** This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc
- ❖ **Job Instruction Training:** Job instruction training is received directly on the job, and so it is often called "on-the job" training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles.
- ❖ **Career Development Training:** Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.
- ❖ **Maintenance/ Refresher Training:** This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them add to the knowledge and skills they have already.
- ❖ **Management Development:** The management and leadership development process is flexible and continuous, linking an individual's development to the goals of the job and the organization. Management development programs on campus give you the opportunity to develop a broad base of skills and knowledge that can be applied to many

jobs on campus. D&T's management development curriculum is changing. The overarching goal is a comprehensive curriculum for managers and supervisors to develop the necessary core competencies to become excellent leaders.

2.2 Models of Training and Development

There are many models of training and development that have significantly impacted into organizational settings. Such models are Instructional Systems Design (ISD), Human Performance Technology (HPT), Performance-Based Instructional Design (PBID) and Total Quality Management (TQM). These models originated from research in the area of organizational development.

2.2.1 ADDIE Instructional Design Model

The ADDIE Instructional Design model is the generic process traditionally used by Instructional Designers and Training Developers. It is the basis of Instructional Systems Design (ISD) which is the practice of creating instructional experiences that make the acquisition of knowledge and skill more efficient, effective and appealing (Mayer, 1992). ISD was developed and used by the military during the World War II as a training material.

The process consists broadly of determining the current state and needs of the learner, defining the end goal of instruction, and creating some “intervention” to assist in the transition. Tests for assessing learner’s ability were used to screen candidates for the training programs. It was after the success of military training that psychologists began to view training as a system and thus developed various analysis, design and evaluation procedures to support their argument.

ADDIE is an acronym which stands for Analyze, Design, Development, Implementation and Evaluation. It was initially developed by Florida State University (Branson *et al* 1975).

The ADDIE has five (5) Phases. They are Analyze, Design, Develop, Implement, and Evaluation. Reiser and Dempsey (2012) list and explain the five phases as follows:

Analyze: The first phase of content development begins with Analysis. Analysis refers to the gathering of information about one’s audience, the tasks to be completed, and the project’s

overall goals. The instructional problem is clarified; goals and objectives are established. The learning environment and learner's existing knowledge and skills are identified.

Design: The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, and lesson planning and media selection.

Information gathered from the Analysis phase in conjunction with the theories and models of instructional design is meant to explain how the learning will be acquired.

Development: The third phase is the development phases. Here the creation of activities being implemented is handled. Storyboards are created, content is written and graphics are designed. The proposals in the design phases are assembled.

Implement: At this stage, the procedure for training the facilitators and the learners is developed. The facilitators training should cover the course curriculum, learning outcomes and method of delivery. This stage allows the instructional designer to test all materials to identify if they are functional and appropriate for the intended audience.

Evaluation: This phase ensures that the materials developed achieve the desired goals. This phase consists of two parts – formative and summative. Formative evaluation is inbuilt in each stage while summative is at end of the whole process and it provides opportunities for feedback from the users.

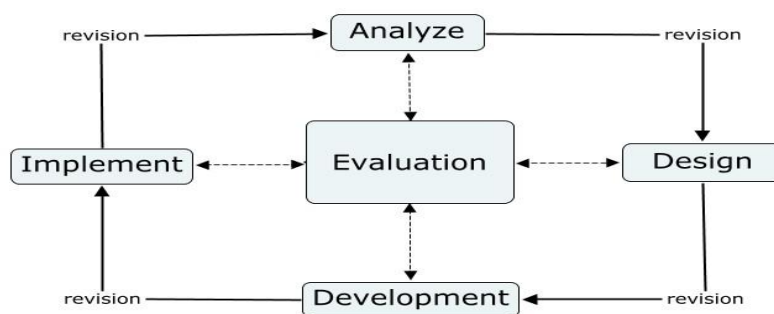


Figure 1: ADDIE Model, Diagram by: Steven J. MCGriff, Instructional Systems, College of Education, Penn State University

Source: <http://www.instructional designcentral.com/images/addie.gif> Accessed 12 May 2012

2.2.2 Identification of Training Needs in an Organization

The popular saying that '*a problem identified is half solved*' suggests the need to enumerate the different ways of identifying employee training needs in an organization. Nielson (2010) opines that an overall organizational training needs assessment is a thorough examination of what is currently being trained, what knowledge, skill and abilities should be added presently and in future. Depending on the matter, assessment methods could vary (Nielson, 2010). Nielson (2010) further notes that training needs could be identified in the following ways:

- A felt or perceived need: This is an overall desire for improvement in a certain subject area.
- Comparative needs: These are needs that are identified by comparing the training audience to a set of criteria.
- Response to a failure of some type. This could be as a result of the organization's inability to meet a set goal for a particular period.
- Critical Incident needs: This need could occur because of a catastrophic failure such as a factory explosion.
- The final needs: This is an anticipated need that will occur base on organizational changes, such as new products, new services etc.
- If current training is not meeting its objective, there becomes a need to retrain.
- When there is a gap in the job. This occurs when performance is below specification or standard.

Training Needs Assessment: Training needs assessment methods differ from one organization to another. Depending on the goals, the timeline for the intervention, staffing and budget, but the most common needs assessment tool is a survey (written or online) (Nielson, 2010). Job analysis is another method of identifying training needs and this has to do with the comparison of job being performed with job descriptions or manager's description, or even expected output.

Other tools as enumerated by Nielson (2010) are:

- Competency identification; and
- Operational measurements.

Benefits of Training Needs Assessment: As to Comm Lab (2013) highlighted the following as the importance of training needs assessment to organizations:

- ❖ It explores ways in which the competency, capability and potential of organization can be enriched;
- ❖ It enables organizations obtain better outcomes with optimum utilization of resources;
- ❖ It establishes relevance of training for employees as data obtained from the assessment reveals training requirements;
- ❖ It aligns organizational goals with training;
- ❖ It enlists standards that need to be followed for ideal competency levels;
- ❖ It helps to work on areas in which employees need skills development; and
- ❖ It identifies the list of skills or knowledge that employees need in order to achieve organizational goals.

2.2.3 Training Design and Organizational Performance

It is very necessary for the organization to design training in a very careful manner (Armstrong, 2000). The design of the training should be according to the needs of the employees (Khan, Khan and Khan, 2011). Those organizations which develop a good training design according to the need of the employees as well as the organization always get good results (Partlow, 1996). Effective training design considers learning concepts, legal issues, and different approaches to training (Mathis and Jackson, 2000:225). Training design plays a very crucial role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004).

Mathis and Jackson (2000) assert that there are three primary considerations when designing training. They are (1) determining learner's readiness, (2) understanding different learning

styles, and (3) designing training for transfer. For training to be successful and capable of influencing organizational performance, the trainees must have the basic skills necessary for learning, the motivation to learn and possess self-efficacy.

Since the objective of training is to assist learners acquire the behaviour necessary for effective work performance, it is therefore imperative that a clear understanding of the ways in which learning theories are applied when designing training programs are explained. Flippo (1984) opines that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. People learn if they accept the need for training and commit to it. For instance, if their motivation is weak and they doubt their ability to learn; no matter how well their training is designed and implemented, its effectiveness will be limited. This is to say that training must be related to something which the trainee desires. The drive could be the need which the trainee feels that training will help him or her solve.

For example, job promotion, recognition, and so on (Bryan, 1990). The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses. The third is response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. If reinforcement is not timely, positive and consistent; then there is every tendency that it will not produce the desired result. Feedback is another important requirement. The information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning. Although, these learning principles are good, the author, nevertheless, failed to discuss its practicability, where the learner actively participates in using the skills and knowledge acquired and did not mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training (Bryan, 1990).

2.2.4 Training Delivery Style and Employees Performance

Training delivery style is a very important part of training (Carlos, 1995).

Employees are very conscious about the delivery style (Armstrong, 2000)). Thus, if someone is not delivering the training in an impressive style and not capturing the attention of the audience, it means the trainer is wasting the time (Mark and Andrew, 2000). Therefore, it becomes

imperative for a trainer to engage its audience during the training session (Phillip and Eves, 2005). Delivery style means so much in the training because it is what goes into making the change expected in the trainee. The HR Department must ensure that no matter the type of method used, it must be able to catch the trainees' interests.

Once training has been designed, then the actual delivery of training can begin. The general recommendation is that training be pilot-tested or conducted on a trial basis in order to ensure that the training meets the needs identified and that the design is appropriate (Mathis and Jackson, 2004).

2.2.5 Methods of Training

Training methods refer to the means by which learning contents are communicated to learners or trainee. The effectiveness of training depends on the methods and techniques used. However, choice of any method by an organization will depend on cost, time available, number of employees to be trained, the depth of knowledge required and the trainee's background (Adamu, 2008). Similarly, Ezigbo (2011) argues that the method to be adopted depends on whether the training is going to be applied in the employee's current position, future or anticipated position. However, since training is our focus, the HR Department should consider the suitable and most rewarding methods.

I. Apprenticeship

Apprenticeship is a system of training of a new generation of practitioners of structured competency based on set of skills. Apprenticeships ranged from craft occupations or trades to those seeking a professional license to practice in a regulated profession. Apprenticeship training provides an individual with the knowledge and skill in doing a craft or a series of related job (Ezeigbo, 2011). Most of their training is done while working for an employer who helps the apprentices learn their trade or profession, in exchange for their continuing labor for an agreed period (say 4-6 years) after they have achieved measurable competencies. During the apprenticeship period, the employer pays them allowance for their upkeep. Sometimes, apprenticeship programme combines on-the-job training and formal or classroom instruction (Ezeigbo, 2011).

II. Induction/Orientation

This type of training is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, rules and regulations of the organization (Olaniyan and Ojo, 2008). This training is concerned with the introduction of new employees into new roles usually during their first day in office.

III. Internship

This is a system of on-the-job training, but usually for white-collar and professional careers.

Internships for professional careers are similar to apprenticeships for trade and vocational jobs. The major difference is that internship is typically for college or university students. Sometimes, post-graduate adults go on internship.

Generally, the internship works as an exchange of services for experience between the student and his or her employer. Students exchange their cheap or free labor to gain experience in a particular field. Internship could also be used to determine if a person has interest in a particular career. An internship may be paid, unpaid or partially paid. Paid internships are common in professional fields. Non-governmental and non-profit organizations have unpaid internships.

IV. Coaching and Understudy

According to Ezigbo (2011:419), “*understudy is a type of training where an employee works as a subordinate partner with a boss so that eventually the subordinate will assume the full responsibilities and duties of the particular job*”. Merriam-Webster, a free on line encyclopaedia defines understudy as ‘*the act of studying another actor’s part in order to substitute in case of an emergency*’. Christy Lively posits that the incoming or current employee should work directly with senior manager or supervisor he or she is to replace for weeks to ensure proper training with the intent that the new employee will become the new manager. She argues that for understudy to be effective, coaching and understudy training should be implemented as part of a manager’s day-to-day work far before retiring or leaving a company

V. Job Rotation

This is a training technique that assigns trainees to various jobs and departments over a period of few years. Job rotation is an effective approach to management development in that individual is moved from a schedule of assignments designed to expose him or her to the entire operations of the organization (classof1.com).

A well structure job rotation program in an organization has huge potential of positive impact on job satisfaction, engagement of people as well as retention of people. Its benefits include leadership development, job enrichment, effective motivation to perform caused by newer challenges and career development (en.wikipedia.org).

VI. Informal Training

Informal training occurs through interactions and feedback among employees. Much of what employees know about their jobs is learnt informally from asking questions and getting advice from other employees and their supervisors, rather than from formal training programs (Mathis and Jackson, 2004).

VII. E-Learning: On-line training

E-learning is the use of the internet or an organizational intranet to conduct training on-line.

As more and more employees use computers and have access to internet portals, their employers look for training opportunities on-line that will be beneficial to the employee.

Computer-supported simulations within organizational training can replicate the psychological and behavioural requirements of a task, in addition to providing some amount of physical resemblance to the trainee's work environment (Mathis and Jackson, 2004).

VIII. Vestibule training

This is a system of training whereby an employee is sent to a replica organization in another location outside his place of work. The training place looks exactly like the employee's work environment. The difference between the training venue and employee's workplace is that emphasis is on learning instead of production. The trainee is there only to acquire the desired

knowledge or skill. Some banks in Nigeria have this kind of training facility. The essence is to ensure that the trainee learns the job skills without necessarily imbibing some bad customs and practices of the work environment. Another advantage of this method is that costly mistakes are avoided and acquisition of knowledge is enhanced since the trainee practices with identical equipment and tools.

IX. Classroom instruction technique

This method is usually designed for the purpose of passing on knowledge in an off-the-job location such as training centres, schools, professional institutions. The emphasis is on developing an understanding of general principles, background knowledge and general awareness of comparative ideas (Adamu, 2008). The techniques used in this method include case study, role-playing, in-basket and lectures. Workshops, seminars, conferences and symposiums also belong to this category of training. Sometimes, an examination is conducted at the end of the training and a certificate of participation issued.

2.3 Impacts and Benefits of Training and Development

The purpose of training and management development programs is to improve employee capabilities and organizational capabilities. A training need can be said to exist when there is a gap between the existing performance of an employee (or group of employees), and the desired performance to assess whether such a gap requires a skill analysis. Training is essential for leadership development success. Training plays a vital role in leadership development. Enhancing the skills of employees is the aim of training and development. Training and development are designed to have these benefits. These traditional or conventional trainings might be formal or informal (Leard, 2010).

Training is transferring information to organization's members to positively improve the effectiveness and productivity of organizations. Training enables organizations to act more effectively because of having valued employees. Training is also needed to develop new leaders (Noe, 2008). There are many benefits to both organization and individuals to accomplish training activities (McNamara, 2010). It also helps eliminate fear in attempting new tasks ((NOUN, 2013).

2.4 Factors that Affect the Employee Training and Development

According to Robbins *et al.* (2003:231) points out that many employers are opposed to training and development initiatives because they assume that the responsibility for training people to be workers falls on the school system, not on firms. In addition, they consider that it is the responsibility of the employees to learn how to do their job so that they are hired. Furthermore, they regard training and development programs as an expense which it is difficult to convince shareholders to approve.

According to the perspective of this researcher, if aligned with the goals, mission and objective of the organization, and supported by both the employer and the employee, training, development and education programs delivered the right way and at the right time provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit (Robbins *et al.*, 2003:401). In spite of the innumerable reasons and benefits derived from training, in most cases training and development programmes fail. This is regardless of whether the courses were attended in the best universities or delivered by the most prominent trainers.

Similarly, Perry (2007:282) asserts that work appears among the first illustrations outlining the clear reasons why training and development programmes fail. His study was seconded by Kleiman (2003:389), who addressed the failures of training and development programmes in greater depth. In these two works, the first reason identified for the failure of training and development programmes stems from the training objectives not being aligned with the business needs. If the root of the problem of poor performance, for instance, it is related to factors such as reward systems, job design and motivation, which are not related to training, training will be pointless.

Thirdly, in the absence of objectives to provide direction and focus, training will certainly not succeed. Training and development should include a focused process that allows the employee to ponder desired results. Objectives afford important direction and focus for learning the final product, which is a change in job performance. Various researchers also hold that when training is too expensive if compared to its short-term return on investment, then companies may consider it a failure and, therefore, unacceptable. However, the long-term pay-off may be rewarding. Training will be worthless if the participants regard the training programme as a

mere event without any change to their behaviour. Whenever training is considered as a single event, the chances of behaviour change are slim. Training is also likely to fail if participants are not held accountable for the results.

Generally, employees are not held accountable for the use of the contents of their course in the workplace. Unless they are held accountable, no change will occur in their behaviour (Kleiman, 2003:49). If the conditions are not conducive to learning, the training efforts will have been in vain. Moreover, without the support of line management training will also fail. When there is no support from direct managers/supervisors, the employees will resist implementing the new skills and knowledge acquired during the training course. Management involvement is crucial to the learning process. Another reason for the failure of training and development occurs when the company fails to isolate the effects of training and development.

However, other factors rather than training may influence performance. Thus, the advances directly related to training must be isolated. If not, some training programmes clearly noticeable as impacting on the bottom line may be discarded as irrelevant. For the success of a training programme, top executives' commitment is critical. Top management will not only allocate resources but, for the training and development to succeed, will also participate in the design of the process. Lastly, training and development will be unsuccessful if there is a failure to provide feedback and use information about results. If the company fails to evaluate training by providing feedback, employees will not be able to know about their progress, nor facilitators to understand the success of their programmes.

Thus whatever, the employees are provided with training; however, after training they fail to transfer whatever they have learnt to their working environment in order to improve performance. When an employee retires or leaves the organization it becomes difficult to find someone internally to fill the vacant post, even though other employees have been sent for training for such positions. It has been found that adults prefer different training methods to younger employees; older adults prefer practical training methods to classroom training (theoretical training).

2.5 Factors affecting employee performance

According to Anderson (2003:122), there are different factors that affect employee performance to increase productivity that include:

Experience: Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003:122). Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.

Work-home balance: As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2003).

Manager interaction: If an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create programme that will help address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong (Anderson, 2003).

Setting goals: To help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals (Anderson, 2003).

2.6 Measuring the Impact of Training and Development

2.6.1 Impact of Training on Organizational Performance

Evaluating the impact of investments in people (such as training) helps to justify the cost incurred, validate the intervention as a business tool, and aid the design and selection of future investment methods (Jagger, Tamkin and Henwood, 2006). Sarahdel Tufo, 2002) further assert that in practical terms, isolating the impact on the bottom line is complex and therefore many organizations do not try to measure it very rigorously. Evaluation is a systematic process of determining the significance or worth of subject, using criteria governed by a set of standards. It can assist an organization to ascertain the degree of achievement or value in regards to the aim and objectives of an undertaken project (ICAP, 2012). The primary aim of evaluation, apart from gaining insight into prior or existing initiatives, is to enable reflection and assistance in the identification of future change (Sarahdel Tufo, 2002).

2.6.2 Organizational Performance Measurement

Many measures of performance may be more relevant to some sectors than others. When measuring organizational performance, the choice of measures should be informed by the sector and business-specific context (Sarahdel Tufo, 2002). Measurement of organizational performance is not without its challenges. Measures based on accountancy are to some extent, open to manipulation and therefore may be difficult to compare over time, or between organizations. Many measures do not necessarily capture the quality of a product or service and where part-time work is frequent and to be comparable, measures need to take into account hours worked Sarahdel Tufo, 2002). Sarahdel others developed a set of ‘core’ measures of organizational performance that have general application, to enable benchmarking and comparison across sectors. The ‘core’ set of measures include:

1. **Productivity:** Productivity could be measured using Net added value per hour worked or Net added value per worker. However, this measure will be affected by investments other than those in skills and training, for example in capital.

2. **Profitability:** Return on assets is a useful measure of profitability, and measures how well a company is using its assets to generate earnings. However, values can vary substantially

between companies and between sectors and therefore for wider benchmarking purposes profit per employee may be more effective.

3. **Quality:** Manufacturing organizations could estimate quality using the Number of defects in a given number of products. More generally, customer satisfaction could be used. Exactly how customer satisfaction is measured is likely to vary from organization to organization.

4. **Innovation:** Sales (N) from new or adapted products or services is a measure that could be used to benchmark innovation across sectors and which takes some account of the success of the innovation.

5. **Staff performance:** Employees' performance is appraised against pre-set standards. Arrange of staff performance measures are detailed below.

2.6.3 Employee Performance Indicators

Tracking employee training and measuring training effectiveness is a key objective of any HR department. To ensure that there is adequate return on investment in training of new and current employees, the organization has to establish key performance indicators (KPI). KPI if created and tracked properly serve as a benchmark for measuring the progress of employees towards a set of broader based goals or objectives (Lilly, 2011). However, most organizations are faced with the challenges of developing a good KPI. Lilly (2011) suggests that quality key performance indicators for tracking employee training effectiveness should include:

- (a) Measurable and quantifiable indicators;
- (b) Competency based indicators;
- (c) Linked to proficiency indicators; and
- (d) Mapped to organizational and employee goals indicators.

Hakala (2008) explains that performance measurement uses the following indicators of performance.

- 1. Quantity:** This indicator places emphasis on the number of units produced processed or sold against the set standard i.e. the number of units to be produced, processed or sold.
- 2. Quality:** The quality of work performed can be measured by several means. The percentage of work output that must be redone or is rejected is one such indicator. In a sales environment, the percentage of inquiries converted to sales is an indicator of salesman ship quality.
- 3. Timeliness:** This indicator measures how fast work is performed or how fast services are provided. For example, in a service industry, the average customer's downtime is a good indicator of timeliness, while in a manufacturing outfit, it might be the number of units produced per hour.
- 4. Cost-Effectiveness:** The cost of work performed should be used as a measure of performance only if the employee has some degree of control over costs.
- 5. Absenteeism/Tardiness:** An employee is obviously not performing when he or she is not at work. Other employees' performance may be adversely impacted by absences, too.
- 6. Creativity:** It can be difficult to quantify creativity as a performance indicator, but in many white-collar jobs, it is vitally important. Supervisors and employees should keep track of creative work examples and attempt to quantify them.
- 7. Adherence to Policy:** This may seem to be the opposite of creativity, but it is merely a boundary on creativity. Deviations from policy indicate an employee whose performance goals are not well aligned with those of the company.
- 8. Gossip and Other Personal Habits:** This indicator may not seem performance-related to the employee, but some personal habits, like gossip, can detract from job performance and interfere with the performance of others. The specific behaviours should be defined; and goals should be set for reducing their frequency.
- 9. Personal Appearance/Grooming:** Most people know how to dress for work, but in many organizations, there is at least one employee who needs to be told. Examples of inappropriate appearance and grooming should be spelled out, their effects upon the employee's performance and that of others explained, and corrective actions defined.

Hakala (2008) goes further to state that performance indicators must be assessed by some means in order to measure performance itself. He enumerated the following as some of the ways in which performance is assessed from the above indicators.

a. Manager Appraisal: A manager appraises the employee's performance and delivers the appraisal to the employee. Manager appraisal is by nature top-down and does not encourage the employee's active participation. It is often met with resistance, because the employee has no investment in its development.

b. Self-Appraisal: The employee appraises his or her own performance, in many cases comparing the self-appraisal to management's review. Often, self-appraisals can highlight discrepancies between what the employee and management think are important performance factors and provide mutual feedback for meaningful adjustment of expectations.

c. Peer Appraisal: Employees in similar positions appraise an employee's performance. This method is based on the assumption that co-workers are most familiar with an employee's performance. Peer appraisal has long been used successfully in manufacturing environments, where objective criteria such as units produced prevail. Recently, peer appraisal has expanded to white-collar professions, where soft criteria such as "works well with others" can lead to ambiguous appraisals. Peer appraisals are often effective at focusing an employee's attention on undesirable behaviours and motivating change.

d. Team Appraisal: This is similar to peer appraisal in that members of a team, who may hold different positions, are asked to appraise each other's work and work styles. This approach assumes that the team's objectives and each member's expected contribution have been clearly defined.

e. Assessment Centre: The employee is appraised by professional assessors who may evaluate simulated or actual work activities. Objectivity is one advantage of assessment centres, which produce reviews that are not clouded by personal relationships with employees.

f. 360-Degree or "Full-Circle" Appraisal: The employee's performance is appraised by everyone with whom he or she interacts with, including managers, peers, customers' and

members of other departments. This is the most comprehensive and expensive way to measure performance and it is generally reserved for key employees.

g. MBO (Management by Objectives): The employee's achievement of objective goals set in concert with his or her manager is assessed. The MBO process begins with action statements such as, "reduce rejected parts to 5 percent." Ongoing monitoring and review of objectives keeps the employee focused on achieving goals. At the annual review, progress toward objectives is assessed, and new goals are set.

There are as many indicators of performance as there are companies and jobs. The various assessment methods can be used in combinations. It is important to choose indicators that align with each company's goals and assessment methods that effectively appraise those indicators.

2.7 Organizational Productivity and Profitability

A UNIDO study revealed that the productivity of Nigerian workers was only 10% of that in Botswana and 50% of that in Ghana and Kenya. According to Larossi, Mousley and Radwan (2009), the deterioration of the manufacturing sector in recent years can be attributed to a number of factors, including a poor investment climate and low capacity utilization which indirectly relates to lack of adequate training policies for employees. No employee will give what he/she does not possess. This again emphasizes the importance of training. Productivity is the measure of efficiency of production. It is calculated as the ratio of production output to input. Productivity measure is defined as the total output per one unit of total input. The measurement of productivity is geared towards finding out the effectiveness and efficiency of all resources employed in production. Resources include time, money, materials, people, knowledge, information, space and energy (Scott-Grant, 2012).

The overall aim of all motivational tools whether intrinsic or extrinsic is to increase employee's productivity. Training is a motivational tool. The knowledge that the employee gets after the training process becomes a stimulus which drive him/her to improved performance.

BusinessDictionary.com defines productivity as a measure of the efficiency of a person, machine, factory or system in converting inputs into useful outputs. Productivity is computed by dividing average output per period by total costs incurred or resources consumed in that period.

2.7.1 Measures of Productivity and Profitability

Penny (2005:79) listed the following as some of the formulas for calculating productivity and profitability.

(a) Gross value added /Total turnover (%): This is the value expressed as a percentage of total turnover. It is an indicator of wealth creation and productivity. *Calculated as*(employee remuneration + directors and owners remuneration + employers National Insurance contributions + employers pension contributions + pre-tax profit + depreciation) / Total turnover $\times 100$.

(b) Total turnover per employee (N): This is the ratio of turnover (sales) divided by the total number of Full Time Equivalent (FTE) employees and is an indication of employee productivity. It is *calculated as total turnover / no. of FTE Employees*.

(c) Gross added value per employee (N): This ratio represents the value added divided by the number of FTE employees and is an indication of employee productivity.

Calculated as (employee remuneration + directors and owners remuneration + employers National Insurance contributions + employers pension contributions + pre-tax profit + depreciation) / no. of FTE employees

To measure profitability the following are often used:

(a) Tax profit/total turnover (not profit margin) %: This is the profit before tax expressed as a percentage of turnovers. It is an indicator of profitability and provides a useful measure for how well costs have been controlled. *Calculated as (pre-tax profit/total turnover) $\times 100$* .

(b) Return on capital employed (ROCE) %: This is the profit before tax expressed as a percentage of shareholders' funds. It is an indicator of profitability regardless of financing method. *Calculated as (pre-tax profit / (total assets-other liabilities creditors)) $\times 100$*

(c) Return on net assets (RONA) %: This is the profit before tax expressed as a percentage of total assets. It is an indicator of operating efficiency. *Calculated as (pretax profit / total assets) × 100*

(d) Pre-tax profit/ No. of FTE employees (N): This is a pre-tax profit divided by the number of FTE employees. It is an indicator of employee profitability. *Calculated as pre tax profit/no. of employees*

(e) Total turnover / no. of orders received (N): This ratio provides an indication of the average order value expressed as Naira (N) per order. *Calculated as total turnover/no. of orders received.* For measurement of total and labor productivity the following formulas are used:

Productivity = Unit Produced

Input Used

Labour Productivity = Unit Produced

Labour Hours Used

Productivity = Output

Labour + Material + Energy + Capital + Miscellaneous

2.8 Empirical Studies

2.8.1 Impacts of Training and Development on Organizational Performance

Studies have sought to isolate whether high skills are contributory factor behind successful and higher performing firms (Tamkin, 2005). These studies have identified a significant association between a highly skilled workforce and organizational performance, most commonly measured by the level of labour productivity. For example, Haskel and Hawkes (2003) have shown that the top performers in UK manufacturing are hired workers with, on average, an extra qualification level compared to the lower performers. These studies also found that higher skill levels support innovation and more sophisticated production processes and were associated with the production of higher quality products (Penny, 2005).

In addition, Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap. Similarly, Lynch and Black (1995) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. Reid (2000) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage.

An OECD study looked at innovation in UK SMEs and found that higher qualification levels of both managers and staff boosted innovation (Albaladejo and Romijn, 2001). Higher training expenditure per employee was also associated with higher technological complexity and originality. Perhaps, some of the most influential work in this area has focused on the investment in skills and training and the association between skills and productivity. A clear connection between higher skills and higher productivity has been identified particularly at the intermediate skills level. The studies found that the higher average levels of labour productivity in firms in continental Europe were closely related to the greater skills and knowledge of their workforces. Within manufacturing firms, lower skills levels in the UK were found to have a negative effect directly on labour productivity and on the types of machinery chosen (Keep, Mayhew and Corney, 2002). There is evidence that skill levels are associated with innovation performance (Tamkin, 2005). Several studies have highlighted the performance benefits associated with increasing training activity, the type of training provided and the depth. Dearden and Van Reenen (2000) analysed the impact of training on performance for a variety of measures including value added output, profits and wages for a group of British industries between 1983 and 1996. They found connections between more training and higher labour productivity across a number of sectors.

In essence, manufacturing firms undertaking training were found to be more productive, to have higher capital intensity, to conduct more research and development and have a more highly qualified workforce (Penny, 2005). A study in France (d'Arcimoles, 1997) found that the more

training given, the better the economic performance. Training was permanently and clearly associated with an increase in profitability and productivity. Raising the proportion of workers trained in an industry by 5% points (say, from the average of 10% to 15%) was associated with a 4% increase in value added per worker and a 1.6% increase in wages. They note that this level of increase has also been found by other researchers like Blundell *et al.* (1996) and Booth (1991).

Similarly, Collier *et al.* (2002) have also found that increasing investment in training reduces the chance of firm closure. For small firms it was the training of craft and manual workers that made the difference, for larger firms it was training of professional, clerical and secretarial employees. Others have found evidence on benefits from training in terms of motivation and attitude; Booth and Zoega (2000) suggested that training fosters a common firm culture and helps attract good quality workers; Green and Felstead *et al.* (2000) found that training had a downward impact on employee turnover.

Therefore, for the purpose of this study two variable are identified which is Training and Development (Independent) and Employees' performance and productivity (Dependant). Hence the study will assess, analyse and examine all collected data to show the relationship between the two identified independent and dependent variables, and will forward possible recommendations and actions for the improvement of training and development program in the Awash Bank.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 The Research Design

To accomplish the objectives stated in chapter one and to seek answer to the research question the student researcher used descriptive types of research method. As Calmorin and Calmorin (2007) states descriptive researches are valuable in providing facts on which scientific judgments may be based, providing essential knowledge about the nature of objects and persons, for closer observation into the practices, behaviour, methods and procedures, playing a large part in the development of instruments for the measurement of many things, formulating of policies in the local, national or international level. Qualitative methods involve a researcher in describing kinds of characteristics of people and events without comparing events in terms of measurements or amounts whereas quantitative methods focus attention on measurements and amounts (more and less, larger and smaller, often and seldom, similar and different) of the characteristics displayed by the people and events that the researcher studies (Thomas, 2003). The student researcher has also applied both the quantitative and qualitative measurement methods. The qualitative measurement helps to interpret ideas which were gathered through interview questions, this will help in addressing the respondents ideas which might be raised in the open ended questions so as to have a wider perspective of their interest, while the quantitative measurement method helps to interpret ideas which were gathered through close ended questions.

3.2 Population, Sampling Technique and sample size

In addressing the research questions the student researcher has considered the Director of Learning & Development, Manager, customer Service Officer, Relationship Officer and Direct Sales Representative in studying training and development on employee and organization performance. The employees are selected from the head Quarter.

Concerning employee's selection, probability sampling approach was used for the reason that their exact number and list is available from the human resource database this will help to give

the sample population equal chance to be included in the study. From the probability approach simple random sampling is selected.

Yamane (1967:886) provides a simplified formula to calculate sample sizes.

$$n = \frac{N}{1 + N(e)^2}$$

The target population is 400 in number based on the formula given the sample is determined as follows:

$$N=400$$

$$e=5\%$$

$$n=400/1+400(0.05)^2$$

$$n=400/1+400(0.0025)$$

$$n=400/1+1$$

$$n=400/2$$

$$n=\underline{\underline{200}}$$

As the calculation it is possible for the student researcher to take 200 employees as a sample respondent for the study, however; the student researcher took 214 employees as a sample respondent this is for the reason that to overcome the problem that might occur from the questionnaire that might not be collected. This way it is possible to get adequate data for making analysis, conclusions and provide possible solutions.

3.3 Types of Data Collected

The student researcher has used both primary and secondary data. The primary data was collected from employees of Awash Bank who are found at the head quarter. The secondary data was obtained from the documentations, relevant books, articles and journals. In this way the

research can provide both previous works of others as a reference and direct response of the employees.

3.4 Method of Data Collection

To get first-hand information which is important to the study, questionnaires were prepared and distributed among the respondents. For ethical purposes the student researcher has explained the purpose of the research to make the respondents feel confident enough in providing the necessary information. The questionnaires were distributed to the respondents through the company's management in this way it is possible to acquire relevant data from the respondents and quickly.

3.5 Data Analysis Technique

Quantitative and qualitative data analysis techniques were used in this study. Quantitative data analysis technique specifically, descriptive data analysis technique which includes percentages and frequency was used. To summarize the findings, percentages were computed to get the total picture of the data that was collected from sample respondents. Then, the summarized data is presented in the form of tables.

3.6. Reliability Test

As Andrew, Pedersen, and McEvoy, (2011) adopted from (Nunnally and Bernstein, 1994), a popular method for measuring the internal consistency reliability a group of items is cronbach's alpha coefficient, often referred to as simply cronbach's alpha or cronbach's α . In short, cronbach's alpha measures how well a set of variables or items measures a single, uni-dimensional latent construct. It is essentially a correlation between the item responses in a questionnaire; assuming the statistic is directed toward a group of items intended to measure the same construct, cronbach's alpha values will be high when the correlations between the respective questionnaire items are high. Cronbach's alpha values range from 0 to 1, and, in the social sciences, values at or above 0.7 are desirable, but values well above 0.9 may not be desirable as the scale is likely to be too narrow in focus.

Table 3.1. Reliability Test

No.	Items	Cronbach's alpha
1.	Learning Organization & Strategy	.756
2.	Training Design and Implementation	.762
3.	Training Evaluation	.754
4.	Total Variables	.880

Source: own survey, 2017

Cronbach's alpha shows the reliability of the questionnaires as well as the variables, based on that, from the above table all the variables are in the standard range which is described in the theoretical part, in addition to that the whole questionnaires cronbach's value is on the standard range as a result it can be concluded that the questionnaire is valid to collect the necessary data from employees and make analysis on the acquired data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This part of the research paper deals with analysis and interpretation of the collected data through questionnaires. Questionnaires were distributed to employees of Awash Bank who work inside the head office. Out of 214 copies of questionnaires distributed 200 has been filled out thoroughly and returned, the rest could not be collected for different reasons. The data, which was gathered through closed ended questions, was analysed using the statistical tools which include percentages and frequency, which was gathered through Questioners

4.1.1. Demographic Characteristics of Respondent

The demographic information of the participant employees of Awash Bank under the study is presented for analysis .The analysis was to provide information related to sex, age, marital status, educational level and year of services the respondents.

Table 4.1 Demographic Characteristics of respondent

Description of respondents	Frequency	%	Valid %	Cumulative %
1. Sex				
Female	139	69.5	69.5	69.5
Male	61	30.5	30.5	100.0
Total	200	100	100	
2. Age				
18-20	17	8.5	8.5	8.5
21-30	39	19.5	19.5	28
31-40	100	50	50	78
41-50	44	22	22	100
Total	200	100	100	
3. Marital status				
Single	149	74.5	74.5	74.5
Married	51	25.5	25.5	100
Total	200	100	100	

4. Educational Status				
High school	66	33	33	33
Certificate	59	29.5	29.5	62.5
First Degree	43	21.5	21.5	84
Second Degree	30	15	15	99
Phd	2	1	1	100
Total	200	100	100	
5. Work Experience				
1 year	58	29	29	29
2-3 Years	65	32.5	32.5	61.5
4-5 Years	51	25.5	25.5	87
6-7 Years	23	11.5	11.5	98.5
> 8 Years	3	1.5	1.5	100
Total	200	100	100	

Source: own survey, 2017

From the data collected 139 (69.5 %) from the total of 200 respondents are males whereas the rest 61(30.5 %) respondents are females. This shows that numbers of male employees are greater than female employees in Awash Bank. Regarding the age structure of respondents 17 (8.5%) are under age group of 18-20, 39 (19.5 %) are in the age 21-30 respondents age of 31-40 count to be 100 (50 %), 44 (22 %) of the respondents are in the age of 41-50. This implies that the majority of respondent's employees of the company are under the age category of 31-40 this is good advantage for the student researcher finding because peoples in this age are more responsible and rational on their behaviour than other age group.

From the data collected 149 (74.5 %) from the total of 200 respondents are single whereas the rest 51(25.5 %) respondents are married. This shows that numbers of single employees are larger than wedded employees in the bank.

Concerning the educational background of respondents 33 % of them are high school completed, 29.5 % of them categorized in a group who have certificate/diploma, 21.5 % of the respondents are first degree holders, and the 15 % of respondents are second degree and only 1% are PHD

holder. In this measurement student researcher try to show how long the respondents have been employee of Awash Bank, from the data gathered from 200 employees 58 of them know the company less than a year, 65 of them were employees of the company for the past 2-3 years, and also 51 of them 4-5 year, 23 respondents under 6-7 years, only 3 of the respondents were working in Awash Bank for the past 8 and above years. This shows that most of the employees are new for the company so the company have to work harder than ever to make them loyal employers in the future if not they are sensitive to shift to other banks but only 22 respondents where hard core loyal employers those stay with the company more than 6 years, indirectly this shows that even if the company stay in the business for many years but the ratio show employer who work in the companies are new ones, it gave sense that the company have gap on holding current employers.

4.1.2 Learning Organization and Strategy

Table 4.2 *the Respondents' view on Learning Organization and Strategy*

Question	SA	A	N	D	SD	SD	mean
	F(%)	F(%)	F(%)	F(%)	F(%)		
Clarity learning objectives	26(13)	52(26)	7(3.5)	43(21.5)	72(36)	1.508	3.42
Training relevance	6(3)	5(2.5)	3(1.5)	72(36)	113(56.5)	0.887	4.42
Contents clarity & structure	15(7.5)	10(5)	3(1.5)	77(38.5)	95(47.5)	1.163	4.14
Time adequacy for the course	20(10)	9(4.5)	6(3)	75(37.5)	90(45)	1.252	4.03

Source: own survey, 2017

As it is shown in the table attached in the last part of the paper, (26) 13 % and (52)26 % of the respondents strongly agreed and agreed that the learning objective are clearly identified well, (7) 3.5 % of the respondents are neutral, the rest (43)21.5 %, and (72)36 % of the respondent replied disagree and strongly disagree about it. The mean data is 3.42 close to 4 which strengthen the data obtained, most of respondents are disagree that training learning objective are clearly identified well, and the SD and Variance is 1.58 and 2.274 respectively by which relatively the responses are somehow inconsistency.

In the table shown at the appendices, training objective are relevant to Awash Bank role 11 of the respondents agreed and strongly agreed, 3 of them neutral and from total of 200 respondents 186 of them strongly disagree and disagree that the training objective are relevant to Awash Bank role. The mean value which is 4.42 approaches to 5 indicates that majority of the respondents strongly disagree that, training objective are applicable to Awash Bank role. In addition to this the SD is 0.887. This implies that the response of the respondents is consistent from the response of the average respondents.

From the table we can see that 15(7.5 %) have strongly agreed and 10(5 %) have agreed that the training content are clear and well structured. 95 (47.5 %) strongly disagree and 77(38.5 %) disagree on the issue while the rest were neutral 3 (1.5%). The mean value which is 4.14 approaches to 4 indicating that majority of the respondents says that the training content are not clear and well structured. Hence one can conclude from this that, there is consistency among the respondents that they can't observe or experience the training content are not clear and well-structured regarding to the issue the work the accomplish in the real working environment. In addition to this the SD and Variance is 1.163and 1.354 respectively. This implies that the majority of response has near value from the response of the average respondents.

From the total of 200 respondents; 29 that is 14.5 % answered positively, and in reverse 165 of them 82.5 % had negatively responded that the length of the course is not adequate to cover content. While the rest 6 of the respondents that is 3 % were neutral regarding length of the course is adequate to cover content. The mean value which is 4.03 indicating that, the respondents believe that length of the course is not adequate to cover content, In addition to this the SD is 1.252 and variance of 1.567 this implies that the response of the respondents is conflicting or more move away from the response of the normal respondent.

The respondents were asked that by Interview, is there a written training policy manual in the company? The majority of the respondents were responded YES, we have. But they explained that although they have a policy it is not specific, rather it is general and designed mixed with human resource management manual. However, they reported that currently the learning and development policy and procedure is under development, and in the near future there could have a training policy manual which is the department. Thus this could be a good opportunity to

sustain the existing achievements, increase the training relevance, quality, and ensure effectiveness in terms of enhancing employees' productivity and ensure profitability of the company as well.

4.1.3 Training Design and Implementation

Table 4.3 *the Respondents' view on Training Design and Implementation*

Question	SA	A	N	D	SD	SD	mean
	F%	F%	F%	F%	F%		
T&D periodic analyses	81(40.5)	21(10.5)	23(11.5)	31(15.5)	44(22)	1.634	2.68
Methods suited to objectives & contents	10(5)	4(2)	1(0.5)	9(4.5)	176(88)	0.975	4.69
Methods encouraged applications	20(10)	25(12.5)	28(14)	61(30.5)	66(33)	1.323	3.64
Hand-outs used are up-to-date & relevant	23(11.5)	6(3)	20(10)	79(39.5)	72(36)	1.266	3.86
Documentations are of good quality	2(1)	4(2)	1(0.5)	90(45)	103(51.5)	.706	4.44
Trainers knowledge-the subject matter	5(2.5)	4(2)	5(2.5)	98(49)	88(44)	0.706	4.30
Trainers communicate contents clearly	14(7)	4(2)	16(8)	89(44.5)	77(38.5)	1.085	4.06
Trainers facilitation skill is adequate	17(8.5)	16(8)	17(8.5)	63(31.5)	87(43.5)	1.268	3.94
The trainers were respectful	9(4.5)	22(11)	27(13.5)	54(27)	88(44)	1.194	3.95

Source: own survey, 2017

As it is shown in the table on aggregate 95 (47.5 %) strongly agree and agree that The Training & Development need analyze periodically. On the other hand 95 (47.5 %) of the respondent disagreed and strongly disagreed that there The Training & Development need analyze periodically with the strategy of Awash Bank. 10 (5 %) are neutral. The mean data is 2.68 close to 3 which balanced data is obtained and the SD and Variance is 1.634 and 2.671 respectively by which relatively the responses are inconsistency. As long as respondents are balanced and by referring the mean value that is 3 training methodology used by trainers were suited and engaging with the strategy of Awash Bank.

Only 1(0.5 %) respondents are neutral, other respondents reaction on the methodology used are well suited to the objective and content, only 14(7 %) respondents believe that the methodology used are well suited to the objective and content, while the rest of the respondents 185 (92.5 %) believe that the methodology used are not well suited to the objective and content. The mean value which is 4.69 approaches to 5 indicating that the methodology used are not well suited to the objective and content of what they work. Hence one can conclude from this that, there is consistencies among the respondents on the methodology used are not well suited to the objective and content so the bank have to see this issue as serious one and must modify it as soon as they can. In addition to this the SD and variance are 0.975 and 0.951 which shows that the response is not conflicting or less diverge from the response of the average respondents.

From the data obtained majority of the respondents (66.5 %) have negative attitude towards the methodology used encourage reflection and application in the real working environment. Only (22.5 %) of the respondents have positive responded to this question. This implies that the methodology used don't encourage employers for reflection and application in the work place, in addition (14 %) where neutral The mean value which is 3.64 approaches to 4 indicating that respondents say that they take the training even if the methodology used does not encourage them for reflection and application in the real working environment and some of them are impartial apply it in work place. Hence one can conclude from this that, there is no strong consistency among the respondents on the issue. In addition to this the SD is 1.323 which shows that the response is inconsistent or more turn from the response of the regular respondents.

From the total of 200 respondents; that is 151 (75.5 %) don't believe the handouts used are up to date and relevant, and in reverse 29 of them (14.5 %) don't believe the handouts used are up to date and relevant to their work. while the rest 20 of the respondents react that is 10 % were neutral regarding the issue of up to date handout. The mean value which is 3.86 indicating that respondents say that the handouts used are not up to date and relevant and the rest replied against them. In addition to this the SD and variance are 1.266 and 1.602 respectively shows that the response is inconsistent or more deviated from the response of the majority respondents. Hence one can conclude from this that, there is no strong consistency among the respondents on the issue.

As it is shown in the table attached in the last part of the paper, 90 of the respondent that is 45.5 % and 103 of them that is 51.5 % responded disagree and strongly disagree respectively and 2 of them that is 1 % and 4 of the respondent that is 2 % of them strongly agree and agree respectively while 1 of the respondent that is 0.5 % are neutral. When we aggregate the response 193 of the respondent that is 96.5 % respond against and only 6 of them that is 3 % responded positively. The mean value which is 4.44 indicates that majority of the respondents response the documentation give out was a poor in quality. In addition to this the SD is 0.706 and Variance shows 0.499 this shows that the response of the respondents is inconsistent or less deviated from the response of the average respondents.

As it is shown on the attached table at the appendices 2 % of the respondents agreed, 2.5 % respondent strongly agreed and 2.5 % are natural while 49 % and 44 % of the respondent disagree and strongly disagree. This implies that the trainers don't exhibited good knowledge of the subject matter. The mean value which is 4.44 indicating that the training don't displayed good knowledge related to subject matter they expect so that its meaningless for student researcher to give training that can't add value to employees as long as the bank target is making profit by increase productivity of employees in long run. In addition to this the SD is 0.706 and variance 0.499 and this implies that the response is incompatible or less move away from the response of the mass respondents.

As it is shown in the table attached in the above of the paper 77 of the respondent that is 38.5 % and 89 of them that is 44.5 % replied strongly disagree and disagree and 16(8 %) of them responded neutral on the trainers communicate the content clearly, the rest 14 of the respondent that is 7 % and 4 of them that is 2 % of the respondent strongly agreed and agreed. The mean value which is 4.06 indicating that, trainers don't communicate with the content clearly, one can conclude from this that the respondents are consistent on not attracted by the training content clearly In addition to this the SD is 1.085 this implies that the response of the respondents is consistent or less deviated from the response of the average respondents and the variance show 1.178 that relatively there is turn between them.

For the question asked if the trainer have adequate skill is 17 (8.5 %) have answered strongly agree, 16 (8 %) respond agreed and 17 (8.5 %) of the respondents are neutral. 63 (31.5 %) and

87 (43.5 %) of the respondents replied disagreed and strongly disagreed. The mean value which is 3.94 indicating that, the respondents disagree on the issue whether trainer have adequate skill or not. In addition to this the SD is 1.268 and variance of 1.609 this implies that the response of the respondents is inconsistent or more move away from the response of the average respondents. To summarize this student researcher believe that the negative response comes not because the employees are fad up of the training system but the company may have problem on choosing the right training company and not check the past experience of the trainers.

This sub-sections deals with the analysis of the qualitative data that gathered through interview from different sources. All obtained response are organized, analysed and presented as discussed hereunder.

Accordingly, for the question asked to conform whether their bank conducted training need assessment in the recent two years, the vast majority of the respondents responded YES. Similarly for the question asked to explain the training need assessment practices of their bank, the vast majority of respondents responded YES, and added their organization has conducted training need assessment in the past two years. The assessment was also focused on key goals, objectives, and employee's performance, and finally identified major gaps that shown the reason why employees failed to perform as expected or as the bank standards. To solve the identified problems, the organization developed strategic plan including for next budget year training, then allocate budget for the training. But if the training needs or content are accepted and found relevant the organization will allocate additional budget to conduct training within the current budget year. This may show the existence of flexibility and proactive response in terms of addressing needs for training and addressing training related problems. Moreover, currently the regulation made by the national bank of Ethiopia is also force every bank to allocate or spend 2% of their annual running cost for learning and development. In fact, as the case study bank is pro and sensitive for employee training and development, there is no problem in terms of allocating budget for training, which is a great opportunity both for employee development and productivity, and sustainable growth of the bank. Therefore, from these analysis one can conclude that the case study bank has well establish training process that enabled to identify or

assess employees training needs, and helps to effectively address employees and organizational needs, and ensure productivity and profitability of the bank as well.

4.1.4 Training Evaluation Analysis

Table 4.4 *the Respondents' view on Training Evaluation*

Question	SA	A	N	D	SD	SD	Mean
	F(%)	F(%)	F(%)	F(%)	F(%)		
Training was motivating	81(40.5)	52(26)	26(13)	23(11.5)	18(9)	1.328	2.23
Training gave additional knowledge	12(6)	26(13)	10(5)	110(55)	42(21)	1.117	3.72
Training gave practical skills	107(53.5)	43(21)	28(14)	8(4)	14(7)	1.209	1.90
Training was useful to my specific job	113(56.5)	63(31.5)	8(4)	3(1.5)	13(6.5)	1.080	1.70
Training helped me to respond to customers' needs	28(14)	39(19.5)	27(13.5)	79(39.5)	27(13.5)	1.289	3.19
Training helped me for career development	6(3)	4(2)	8(4)	53(26.5)	129(64)	0.902	4.48
Training increased my customers service delivery skills	59(29.5)	59(29.5)	45(22.5)	15(7.5)	22(11)	1.285	2.41
Training increased my efficiency and productivity	20(10)	25(12.5)	28(14)	61(30.5)	66(33)	1.3225	3.6400
The training received increased banks productivity	12(6)	26(13)	10(5)	110(55)	42(21)	1.117	3.7200

Source: own survey, 2017

For total of 200 respondents 18 of the respondent that is 9 % and 23 of them that is 11.5 % replied disagree and strongly disagree that the training is motivate them well and 26(13 %) of them responded neutral on the issue of the motivation, the rest 81 of the respondent that is 40.5 % and 52 of them that is 26 % of the respondent strongly agreed and agreed that the training help them on the work motivation. The mean data is 2.23 which strengthen the data obtained that most of the respondents believe that the training is motivator so one can conclude that the bank must keep doing the training to motivate employees, and the SD and Variance is 1.328 and

1.763 respectively by which relatively the responses are somehow inconsistency and more dispersed. More than 66 % of respondents believe on the impact of training on motivation.

Again for total of 200 respondents 38 of the respondent that is 19 % argue that the training give them additional knowledge and 152 (76 %) of them training don't bring them additional knowledge, 10(5 %) stay neutral. The mean data is 3.72 close to 4 which strengthen the data obtained that most of the respondents believe that the training don't give them additional knowledge, and the SD and Variance is 1.117 and 1.248 respectively by which relatively the responses are one way or another inconsistency.

As it is obvious practical skill is the most sensitive element, at least for most of the individual's employee's need practical training. The data obtained supports the argument because most of the respondents 150 have agreed that training give them practical skill. Only 22 believe it's not practical. The mean data shows 1.9 close to 2 that most of the respondents consider that training is practical for them, to support the data obtained the SD and Variance is 1.209 and 1.461 respectively by which relatively the responses are no matter how the training is practical is but still it's not enough for some employees.

From the data we can see that 113(56.5 %) have strongly agreed and 63(31.5 %) have agreed that the training received is useful by specific job. 13(6.5 %) strongly disagree and 3(1.5 %) disagree on the issue that even if the training is motivated but the training received is not useful for specific job division. the rest were neutral 8(4 %).The mean value which is 1.7 indicating that, the respondents received is useful training by specific job they are responsible on it. one can conclude from this that the respondents are nonaligned that means they are enjoying the training on their specific responsibility so it's better for the company to stay as it is . In addition to this the SD is 1.080 and variance of 1.166 this implies that the responses of the respondents are more deviated.

Again For total of 200 respondents majority of them 106 of the respondent that is 53 % argue that the training don't help them to satisfy customers need and 67 (33.5 %) of them responded the training help them to satisfy customers need and want, 27(13.5 %) stay neutral on this issue. The mean value which is 3.19 it indicating that, the respondents are concerning on the effect of training on satisfying customers need. In addition to this the SD is 1.289 and variance of 1.662

this implies that the responses of the respondents are not more turn aside instead majority of them agree that the training don't help them to satisfy customers need.

The mean value for the data is 4.48, which means the average respondents are convinced that the training don't help them for the career development., with the standard deviation of 0.902 and variance value of 0.813 From the data obtained majority of the respondents (91 %) have negative attitude towards the career development of the training, (4 %) where neutral the rest of the respondents have positive responded to the question. This implies employees believe that the training don't help them for the career development.

From the data obtained out of 200 respondents 118(59 %) suggest that the training increase customers service delivery skills and 37(18.5%) of respondents argued it will be better if the exiting training has changed and focus on customer service delivery well, so as customers will be motivate and attracted to be loyal for the bank, still 45(22.5%) stay neutral. The data mean value is 2.41 it shows that respondents agree that training increase customers service delivery skills of employees SD is 1.285 which means that the data provided inconsistency among the questionnaires and the variance is 1.650. This data help Student researcher to say that the training increase employee's skill to fit consumer's preference so it's better to keep it easy as it is.

Again For total of 200 respondents 45 of the respondent that is 22.5%. Believe their efficiency and productivity increase by the training they attend and 127 (63.5%) of them responded their efficiency and productivity increase not only by the training, 28(14 %) stay neutral. The mean value which is 3.64 proves that, their efficiency and productivity increase by the training they attend. In addition to this the SD is 1.322 and variance of 1.749 implies that the responses of the majority respondents have the same opinion that their efficiency and productivity increase by the training and show the effectiveness of the training.

From the data obtained one can clearly observe that training has huge influence on the bank productivity. The more attractive the training is the higher probability the bank. The mean value for the data is 3.72 with the standard deviation of 1.11 and variance value of 1.248. From the data obtained majority of the respondents (76 %) have negative attitude towards the relation

between training and bank productivity, (5%) where neutral the rest of the respondents have positive responded to the question.

Some respondents have said that they have shown improvements while they handle customers. They have said that they have learnt how to approach customers who have different interest and behaviour; they have learnt how to calm customers who was angry or upset. In addition to this, some respondents have said that the training facilitate how they work in a more comprehensive and efficient way.

Other respondents claim that the training helped them to handle customers complaints in any situation and to make customers satisfied so as for them to come to the bank again and again. They added that after the training customers give them with positive response for the employees appreciating the change they have seen in the employees.

In other hand so many respondents claim that the training doesn't help them in doing anything because the training is repetitive with no additional new thing. They said that the company should have mini interview with the employees assessing what knowledge or skill they have and what gap they have so as for the company to design the training as per the employees knowledge and skill so as those employees will be motivated to take the training and will apply the thing they have learnt in the training. Moreover, the respondents were asked, How do you evaluate the effectiveness of training?, and how do you evaluate the progress/performance of employee attended training? Accordingly, the vast majority of the respondents responded that overall their show that employees become more professional on their field and know the value of customers, excellent customer service delivery or good treatment, even in harsh time. Therefore, these may reveals that the case study banks training has made valuable contributions in terms of increasing employees moral and motivations, and productivity which implies the effectiveness of the program in terms of supporting the organizational goals and objectives.

On top of this, the respondents were also asked, Are there performance (activity) budget evaluation criteria in your company? The majority of the respondents were responded YES, and explained that although their bank is doing good, as long as national bank of Ethiopia set a new regulation which forces to allocate or spend 2% annual running cost budget now a day's budget is not a big problem to get or hire quality trainers as compared to the previous years. Therefore,

the existence of flexibility and allocation of adequate budget with evaluation criteria is a bonus to design and deliver quality training, and develop employee capacity, and ensure productivity and profitability of the company as well.

Organizations training has made remarkable contributions in terms of enhancing employees moral and motivations, and they feel it is effective. Added their practice on evaluating training effectiveness, which is done by cross checking employers' performance before and after training performance, and also see from their total profit increases from year to year as indicator. The number of new recruited customers every days and customers complain goes down year after year is also used as indicator.

Hence, from all the above qualitative data analysis the feedbacks obtained can help to triangulate with information obtained from the quantitative data analysis. Thus although there is some gaps, one can conclude that overall the training program of the case study bank has well establish process to be followed and it seems the program has made valuable contributions in terms of enhancing employees moral, motivation, and productivity which could implies the effectiveness of the program both in improving employees performance and profitability of the company.

The managerial level respondents were asked "what are challenges affecting the Training and development practices at your bank?" and majority of the managers interviewed were responded that there are several general challenges influencing training of employees that occur at organizational level. The challenge stands from organizational internal problems & individual level depending on each of individual behaviors. These include the organization of work, resources for training and low motivation to be trained. Moreover, Training in work is influenced by many factors like lack of clarity concerning both the changing role of human resource development professionals and new approaches to working. In addition to this, absence of a learning culture is also an inhibiting factor to training and development practices next to lack of adequate financial resources, human capital and time constraints.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Major Findings

From the total respondents 57.5% of them claim that the training prepared by the company lacks clear learning objectives the mean value is 3.42 with the standard deviation and variance of 1.58 and 2.274 respectively. With respect to whether the training given is relevant to the role of employees or not 186 out of 200 respondents said that it is not relevant. The mean value is 4.42 with the standard deviation of 0.0887. Almost all of the respondents which is 86 % agreed that the training content are not clear and well-structured with the mean value of 4.14 and standard deviation and variance of 1.163 and 1.354 respectively. Similarly, 165 of them which is 82.5 % had negatively responded saying that the length of the course is not adequate to cover the content. The mean value is 4.03 with the standard deviation of 1.252 and variance of 1.567.

Compared with the two extreme responses the number shows similarity with equal percentage of 47.5 when asked if the training methodology used were suited and engaging, in this one only 5% of respondents are neutral about the issue. The mean value is 2.68, while the standard deviation and the variance happen to be 1.634 and 2.671 respectively. 185 (92.5 %) of respondents believe that the methodology used are not well suited to the objective and content. Here the mean value which is 4.69 with Standard deviation of 0.975 and variance of 0.951. Majority of the respondents (66.5 %) have negative attitude towards the methodology used encourage reflection and application in the real working environment in this issue the mean value is 3.64. from the total of 200 respondents 151 believe that the hand-outs given out in the trainings are not up-to-date with the current environment. The mean value is indicated to be 3.86. Almost all of the respondents 95.5% claim that the documentation which is given out on the training is with low quality.

The respondents were asked if the trainers exhibited good knowledge of the subject matter in which case more than half of the respondents 93% said that they lack knowledge about the subject matter in which the mean value is 4.44 and variance of 0.499. More of the respondents 83% claim that the trainers lack skill to communicate the contents of the training clearly. 75% of the respondents agreed that the trainers lack skill to facilitate the training session the mean value

is 3.94 with the standard deviation and variance of 1.268 and 1.609 respectively. About the respectfulness of the trainers 71% of the respondents said that the trainers are not respectful enough while they give trainings. The mean value for the data is 3.95.

From the total of 200 responses collected 152 (76%) claim that the training provided doesn't give them any additional knowledge than they already know. The mean value is 3.72 with the standard deviation and variance of 1.117 and 1.248 respectively.

From the total number of respondents 106 argued that the training given doesn't help them to satisfy customer's needs. The mean value for the case is 3.19 with the standard deviation of 1.289. Regarding the helpfulness of the training given in developing the employee's career, 91% of the respondents have negative believe that it does develop the career of employees. 127 of respondents believe that their performance is increased not only by the training given. The mean value is 3.64.

5.2. Conclusion

It can be concluded that the learning objectives of the training that is prepared and delivered by the bank to employees is not understood by the target employees. Moreover the trainings given have no relation or role to make the employees more effective at their work. In addition to that the contents lack clarity. This might create discrepancies on the actual performance that employee's exhibit and the expected work standard. If this is the case employees performance might not show improvement and the training will be nothing but a west of time and finance.

Even though there is arguments weather the training methodology was engaging/participatory or not it is obvious that the methodology doesn't go with the training objectives and its content. This might be the result that emanates from the clarity of the learning objectives which is the base for the rest of the processes. It is also true that the method used is not encouraging to participate attentively in the training session in which the training prepared doesn't cover the gaps that the employees have in the real world. If this is the case the employee's performance will be remained unchanged. Even it is difficult to understand the aim of the training from the materials that is given for the reason that the materials are out of date which doesn't reflect the current working environment.

It can be concluded from the data that the trainers doesn't have skill to communicate the contents clearly with the trainees which creates confusion among trainees. This might be because the trainers haven't assessed the capacity or interest of the trainees to deliver the training as per the employees understanding. Or the other reason might be the trainers are giving the training which is way far from their expertise. Either ways the trainings objectives is not achieved. Worst to that, it is found out that trainers doesn't have respect for the audience in which case it is difficult to make the training session more participatory in nature. In addition to that the training doesn't provide employees with additional knowledge.

As training is given to fill the gaps that employees or trainees has, the company's training doesn't help employees to satisfy customers need. Even if it requires more than just training to satisfy customer's need, it provides with at least the basics on how to treat customers to provide them with more satisfaction. This means that the employees are surveying customers in traditional way without considering the science on handling customers. From the information obtained the training is not helpful in developing the respondent's career. Which means the employees will not give due attention for the training given.

Designing the learning objective has huge impact on the methodology to be followed and the rest of the activities to be performed. From the information obtained all activities support one another which means from designing the learning objectives to enhancing performance of the employees and bank is a circular activity.

5.3. Recommendations

In general, the company thinks of preparing training session for employees, the company should start by identifying the need of the organization and the need of its employees.

- ▶ The company ought to identify the basic training objectives that could fill the identified needs or gaps before outsourcing.
- ▶ In addition, the company should establish a system that enable to look for qualified trainers which have expertise in the specified area
- ▶ The company should also give much attention to check the facilitation skills of the trainers before offering training.

- ▶ The company should monitor and evaluate the training process and give feedback for trainers to maintain quality of the training
- ▶ They should develop training policy and strategy
- ▶ Hence, this way it is possible to increase the employee's efficiency through trainings by which the company's profit could be increased.

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Appendix I

QUESTIONNAIRE

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MBA PROGRAM

Part I

Demographic Information Please completes the following biographical information by ticking (√) from the alternative that is the most applicable answer to you in respect of each of the following items.

1. Gender: Male Female

2. In which age group are you?

18-20 years 21-30 years 31-40 years 41-50 years > 51 years

3. Marital status: Single Married

4. Educational level: Primary High school
Certificate First Degree
Second Degree & Above

5. How Many years have you worked with Awash Bank?

Below 1 years 4-5 Years
2-3 Years 6-7 years
Above 8 years

Part II- Overall Training process rating

Instruction 2-: please rate your options about overall training level of based on rating scale :
Strongly Agree (SA)=5 , Agree(A)=4, Neutral(N)=3, Disagree (D)=2, Strongly disagree (SD)=1

No	Items /Factors	S	A	N	D	S
		A				D
		5	4	3	2	1
Training Objective						
1	The learning objectives are clearly identified					
2	Training objectives are relevant to my Awash Bank roles					
3	The training contents are clear and well structured					
4	Length of the courses/training is adequate to cover contents					
Training Design and implementation						
1	The Training Need Assessment analyse periodically					
2	Methods used are well suited to the objectives and contents					
3	The Methods used encouraged reflection and application					
4	The hand – outs used are up-to-date and relevant					
5	The documentations given out was of good quality					
6	The trainers exhibited good knowledge of the subject matter					
7	The trainers communicate the contents clearly					
8	Trainers facilitation skill is adequate					
Training Evaluation						
1	Training has motivated you					
2	Training gave you additional knowledge					
3	Training gave you some practical skills					
4	The training received is useful your specific job					
5	The training received helped you to respond to customers' needs					
6	The training received helped you for career development					
7	The training increased your customers service delivery skills					
8	The training received increased your efficiency and productivity					
9	The training received increased banks productivity					

Thank you

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Appendix II

Interview Question for Branch Manager

Assessment of training and Development practice of Awash Bank

1. Can you explain the training need assessment practice of the bank?
2. How do you evaluate the effectiveness of training?
3. How do you evaluate the performance improvement of employee offer training?
4. is there performance (activity) budget evaluation criteria in your company?
5. Is there a written training policy manual in the company?
6. What are challenges Influencing Training?

